

School Audit Executive Summary

Hopkinsville Middle School

12/10/2006 - 12/15/2006

Introduction

The Kentucky Department of Education conducted a scholastic review of Hopkinsville Middle School during the period of 11/12/2006 - 11/17/2006. This school's last combined accountability index was 66.6 and its classification was Assistance Level 2. Here are the most relevant facts and next step recommendations from the review.

School Deficiencies and Next Steps

1. Deficiency	School leadership has not ensured development of rigorous assessments based on a curriculum fully aligned with Kentucky's Combined Curriculum Document.
Next Steps	The school council should develop a curriculum policy that will ensure the district and school administration work as a team to provide a challenging academic core that is available to all students. The school should use the Kentucky Crosswalk Document to complete curriculum alignment. Rigorous activities and assessments should be a part of this document. The content teams should conduct meetings across and within content areas with a focus on eliminating overlaps and gaps. Assistance from the district should facilitate discussions with the elementary and high schools to avoid gaps and overlaps in content areas. The principals, school curriculum coordinator, the highly skilled educator and the middle school instructional supervisor should collaborate with teachers to design lessons to include rigorous open response and multiple-choice assessments with accompanying rubrics. Each teacher should conduct an analysis of student grades and standardized test scores to determine if there is significant grade inflation.
Current Status of Progress	From evidence collected by Highly Skilled Educators: <input type="checkbox"/> Fully implemented X Partially implemented <input type="checkbox"/> Not yet addressed Comments: Monthly meetings are occurring among content specific teams. During the meetings, there is an intentional focus to identify overlaps and gaps. Strategies to decrease the gaps are being developed. A more efficient monitoring tool is needed to ensure the strategies are being implemented into the classrooms. District leadership is working to develop an aligned and mapped curriculum through content area bundling and pacing guides with all Kentucky standards documents. Common assessments are included

	<p>as a component of the district curriculum mapping project. Selected teachers from the school have been invited to participate in this process. The district has completed and implemented an aligned and mapped curriculum in the content area of mathematics. Language Arts is currently being mapped. The pace of this initiative is a barrier which prevents students from having access to a rigorous curriculum.</p> <p>The school has completed an informal analysis of grade inflation by comparing classroom grades to learning checks.</p>
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2. Deficiency	Rigorous literacy and math instruction is not integrated into all subject areas and the instructional strategies in classrooms are not differentiated according to the individual learning needs of students to ensure that students perform at proficient levels in reading, writing and mathematics.
Next Steps	Improving literacy and math skills should be an immediate and ongoing focus of the school. Reading and writing should be part of every class and remedial instruction should be provided to students who need assistance. School staff should implement best practices in math instruction with an intentional focus on motivational and challenging materials. School staff should monitor and evaluate the math program to ensure students are provided rigorous instruction to prepare them for successful transitions. Students reading below grade level should continue to be identified and provided intensive instruction to improve reading skills. Reading specialists in the district should assist in establishing and monitoring a remedial reading program. There should be a no excuses philosophy communicating high behavior and academic expectations for all students.
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p>X Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments: A school-wide writing plan has been introduced but only a few staff members have implemented the plan. Teachers continue to rely heavily on textbooks and worksheets to drive instruction. School leadership should monitor to ensure the implementation of the plan. Reading instruction continues to only occur in the Language Arts classroom.</p> <p>Students who read two or more grade levels below average are identified and participate in Achieve 3000 classroom to help improve reading ability. Students enrolled in this program show marked improvement as a result of their participation. School and district leadership have monitored the CATS results for students enrolled in this program and correlated the data to Achieve data to measure the impact of the program.</p> <p>Students who performed at two or more grade levels below stanine according to the GMADE assessment were identified and placed into an additional math class which relies on Accelerated Math. Teacher efficacy is an issue with this class and school leadership has been notified about these concerns. The impact of this program is unknown at this time.</p> <p>The philosophy of high behavior expectations has been addressed and is communicated on a daily basis; however, not all staff members</p>

	communicate those same high expectations to all students.
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3. Deficiency	The principal does not implement and monitor the use of collaboratively developed mission, vision and belief statements to drive the planning and work of the school to result in high expectations for all teachers and students.
Next Steps	The principals, in collaboration with all stakeholder groups, should develop mission, vision and belief statements to guide decision-making. The principals should define roles and responsibilities for members of the current school improvement committee. Discussion of instructional best practices should be the focus of all faculty and team meetings. The monitoring of best practice instructional strategies, to include coaching, should be implemented. The principal should invite district leadership to be part of faculty meetings and trainings to improve communication and solicit support for efforts toward school improvement. The school council should charge each standing committee to guide their actions. These charges should include monitoring and evaluation components. Each committee should report regularly to the school council, including minutes and attendance records.
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input type="checkbox"/> Fully implemented</p> <p><input checked="" type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments: School leadership has shared personal vision but school-wide mission, vision and belief statements have not been formally addressed.</p> <p>School leadership does hold weekly grade level team meetings to discuss current best instructional practice research and assists teachers with developing ways to implement the research. School leadership continues to have support of district leadership. District leadership participates in some instructional meetings.</p> <p>The school council has not charged each standing committee; therefore, monitoring and evaluation components have not been designed. Each committee does not report regularly to the school council, provide minutes or attendance records.</p>

4. Deficiency	The school is not perceived by all stakeholder groups to be a safe, orderly and equitable learning environment conducive to high academic and behavioral expectations.
Next Steps	All students should be held accountable to a higher level of achievement, both behaviorally and academically. All staff should continue to implement and monitor the consistent use of Positive Behavior Intervention System (PBIS) strategies, Conversation Help Activity Movement and Participation Program (CHAMPS) and other behavior management strategies in all areas of the building to result in a safe and equitable learning environment for all students. Socio-economic status and unique, individual learning needs should not limit students' involvement in enrichment and remedial learning activities.
Current Status of Progress	<p>From evidence collected by Highly Skilled Educators:</p> <p><input checked="" type="checkbox"/> Fully implemented</p> <p><input type="checkbox"/> Partially implemented</p> <p><input type="checkbox"/> Not yet addressed</p> <p>Comments: Positive Behavior Intervention System (PBIS) strategies, Conversation Help Activity Movement and Participation Program (CHAMPS) have been fully implemented. Bi-weekly meetings occur with the Intervention Coach assigned to Hopkinsville Middle School to continue to provide behavioral intervention strategies.</p>

Conclusion

District leadership has begun the initial steps of aligning curriculum and developing rigorous assessments based on Kentucky's Combined Curriculum Document through bundles. A continuum of efficient monitoring and feedback from district and school leadership is needed to ensure the bundled curriculum is fully and effectively implemented so students will learn and achieve at high levels.

Students who were performing two or more grade levels below average in the area of reading have been provided intensive reading instruction. The Achieve 3000 Reading Program has helped students to improve one grade in reading ability. Students who were performing two or more grade levels below average in the area of math have been provided with additional help to improve ability; however, rigor is lacking with this instruction.

Some staff members do not demonstrate a belief that all students can achieve at high levels as evidenced by level of rigor in student work.

The principal shares his personal vision and communicates the importance of using best instructional practices. Staff is provided with research and opportunities to incorporate those strategies.

District and school leadership has focused on the successful implementation of Positive Behavior Intervention System (PBIS) strategies and Conversation Help Activity Movement and Participation Program (CHAMPS). Staff members are fully implementing these initiatives and a monitoring tool is being used to assess effective implementation and impact on student behavior.